How Are We Doing?

Demographics and Performance of Aboriginal Students in BC Public Schools

2002 – 2003

Province of
BRITISH COLUMBIA

BRITISH COLUMBIA

Ministry of Education

October 2003

This Report Will:

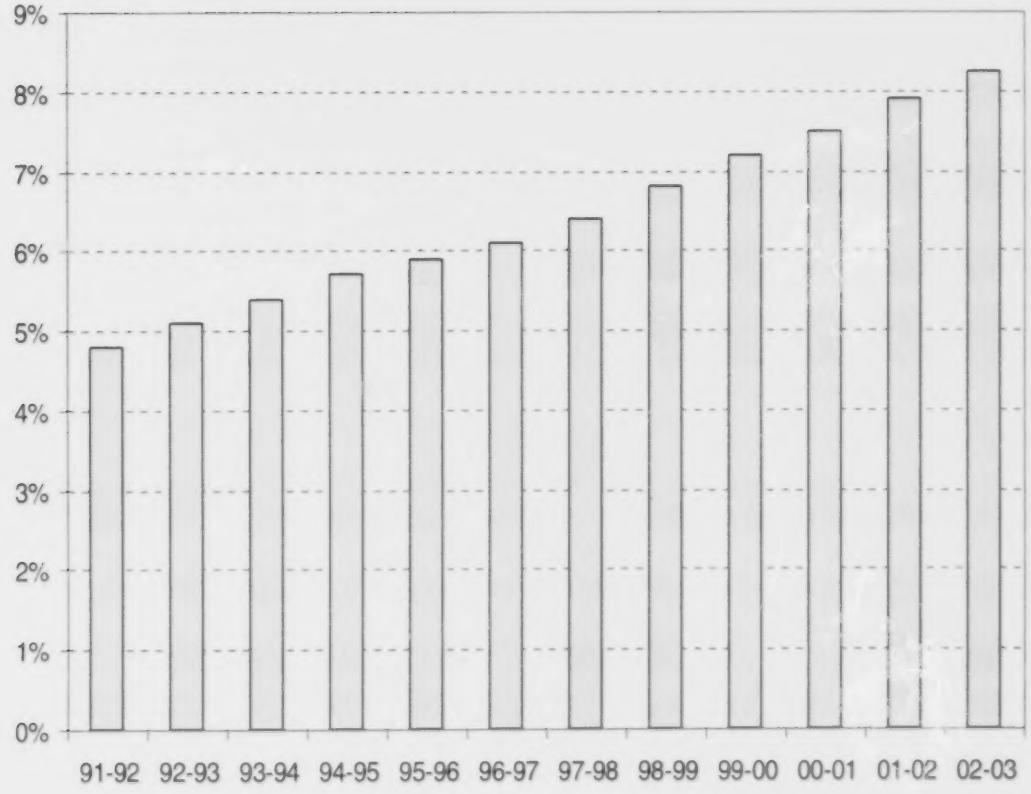
- increase understanding of how Aboriginal students are performing in the public school system;

- provide a context for examining continuous student achievement; and

- address:

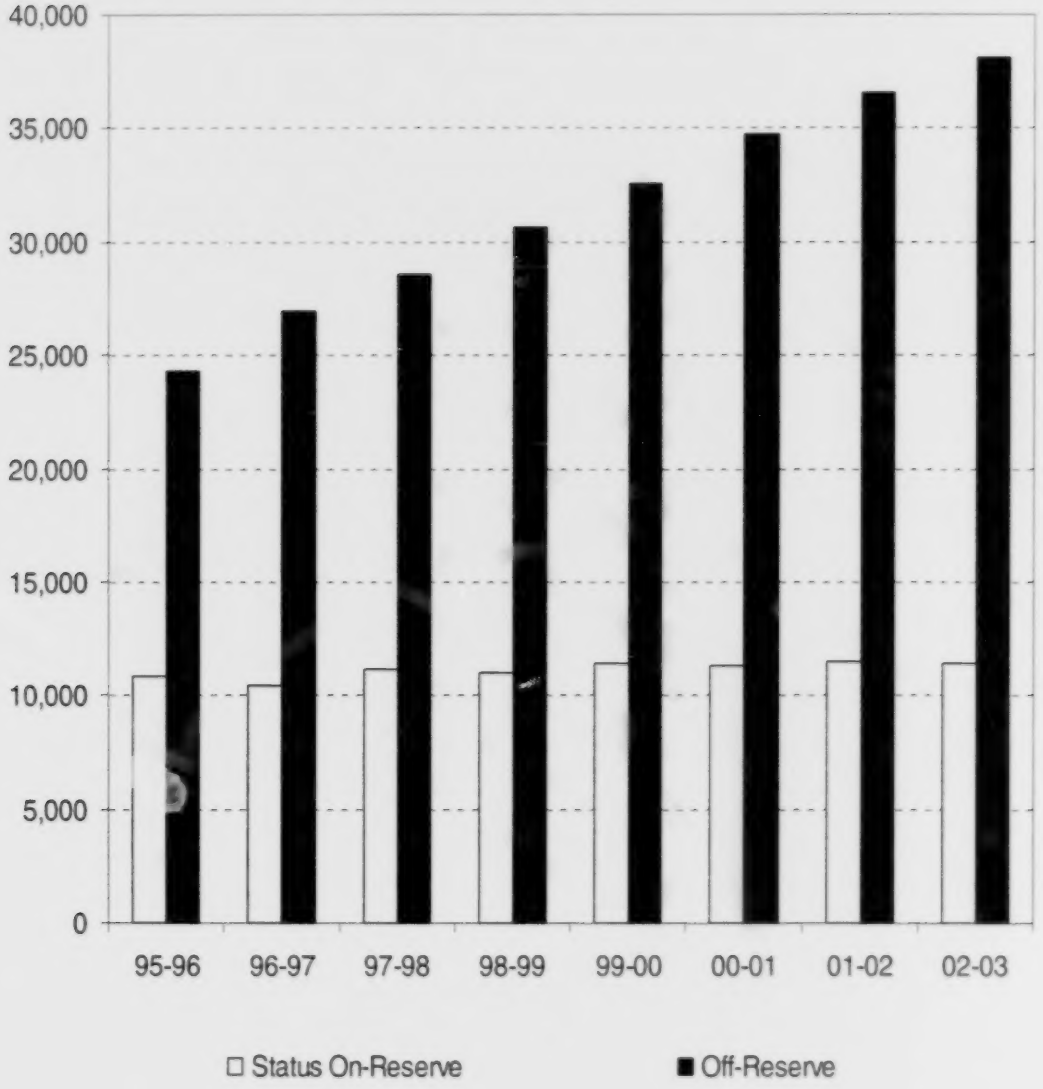
  1. How are we doing?
  2. How have we improved?
  3. Where can we improve?

Percentage of Students in BC Public Schools who Identify Themselves as Aboriginal

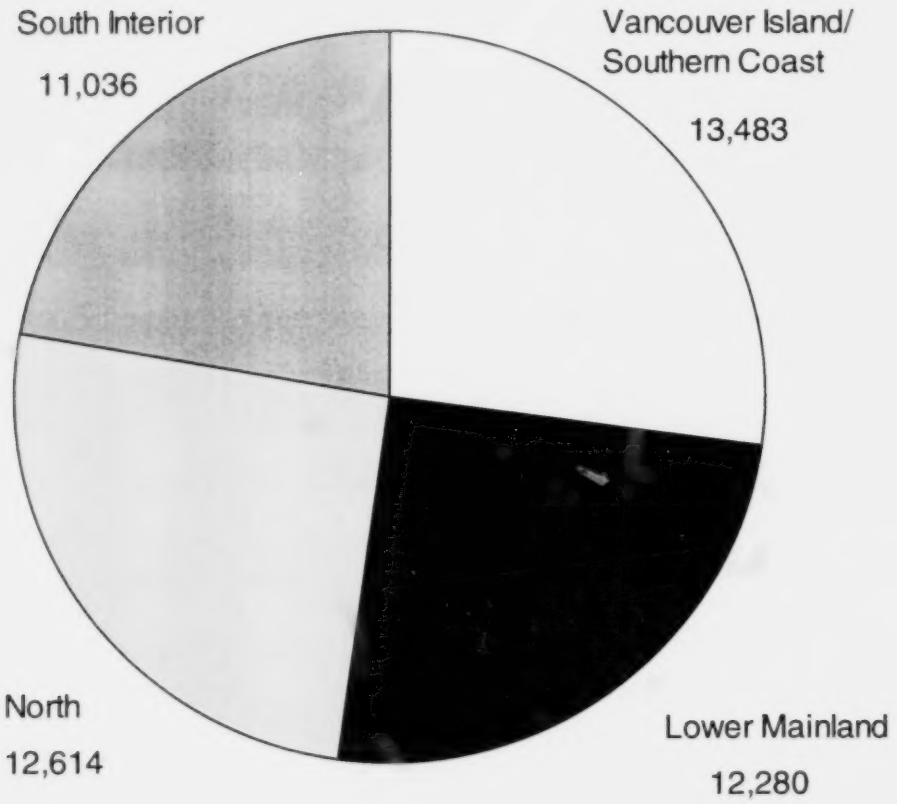


Note: For exclusions/inclusions for this and subsequent slides, please see technical notes.

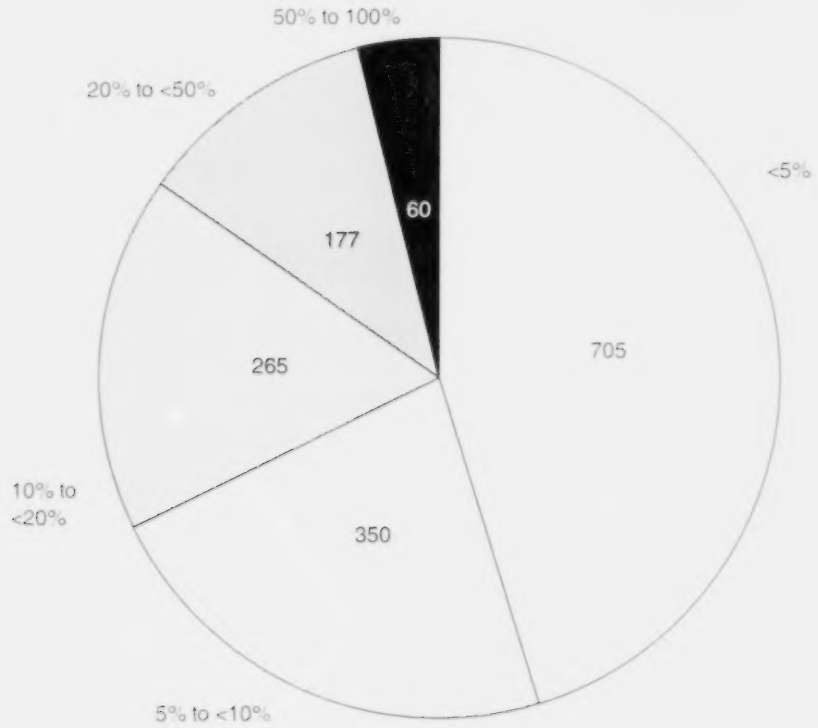
Total Number of Students who Identify Themselves as Aboriginal



Distribution of Aboriginal Students in Public Schools by Region, 2002-2003



BC Public Schools by Level of Aboriginal Enrolment, 2002 - 2003



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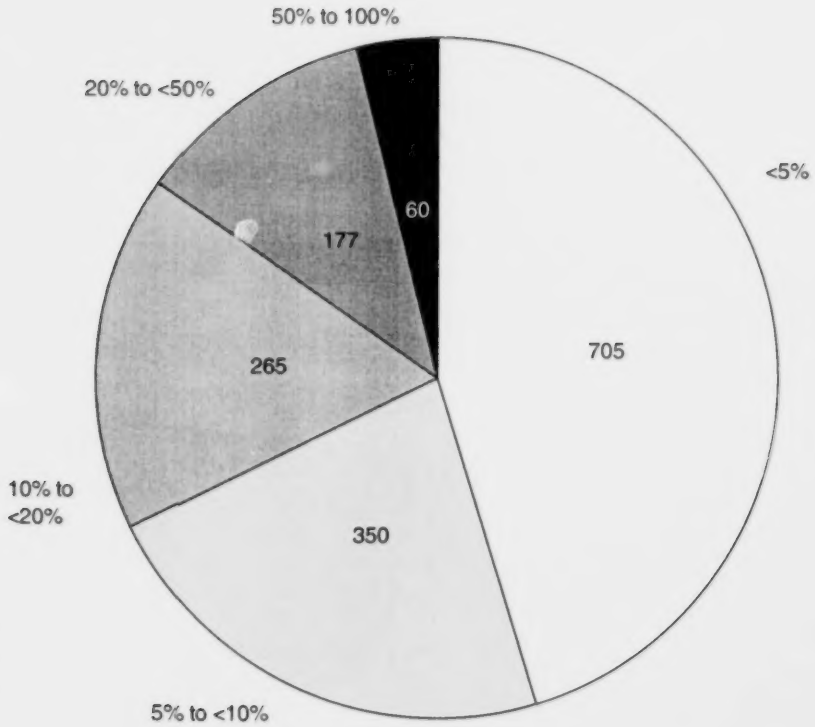
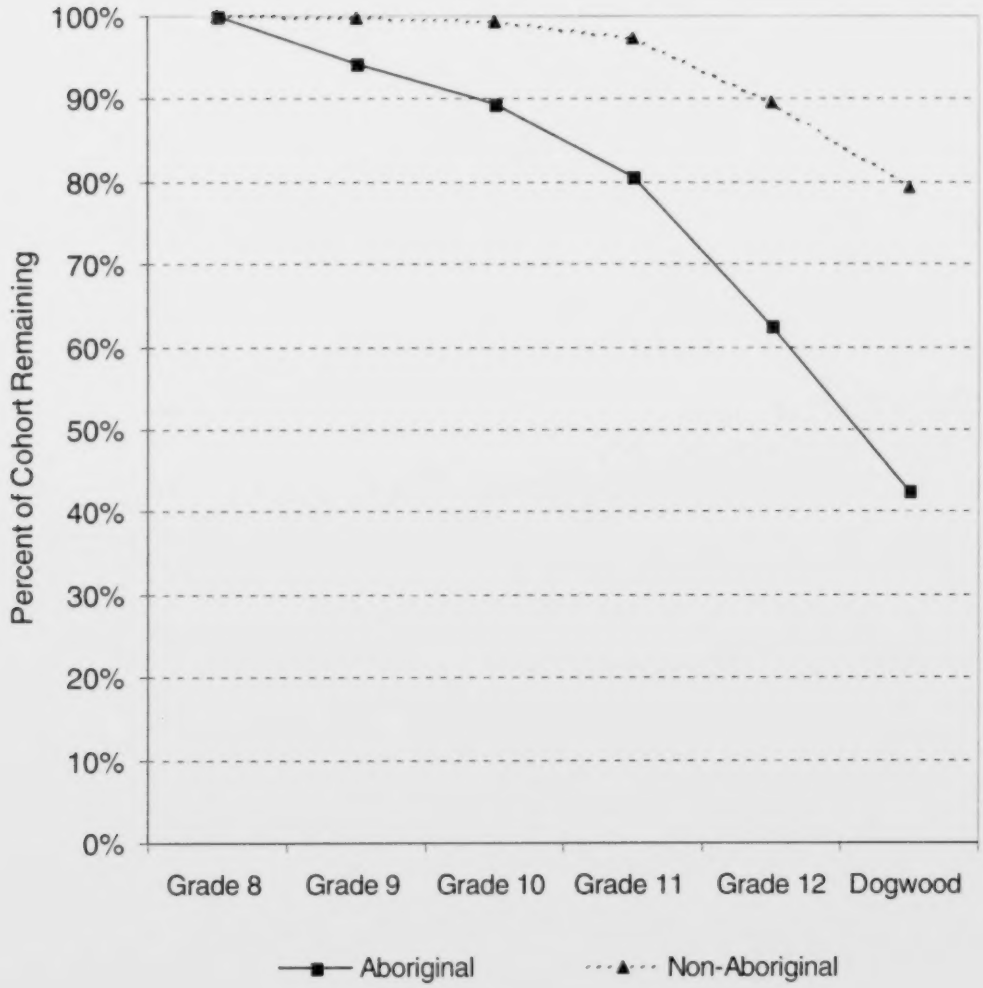
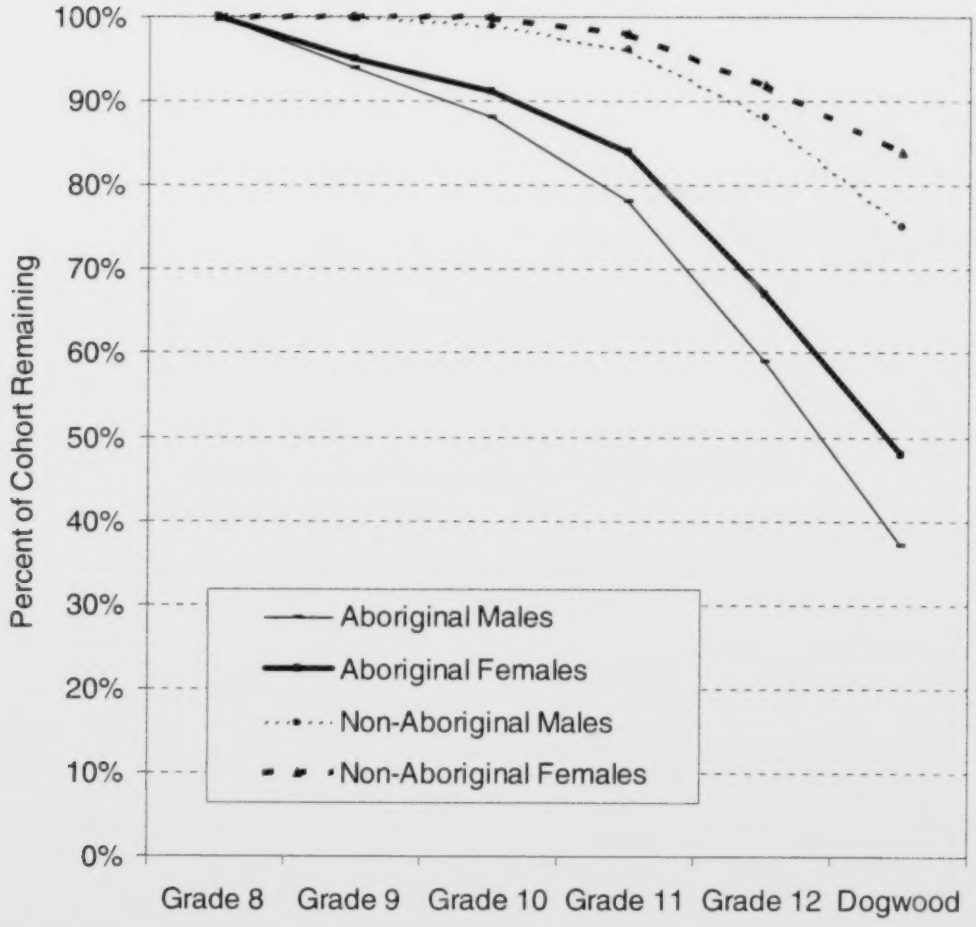


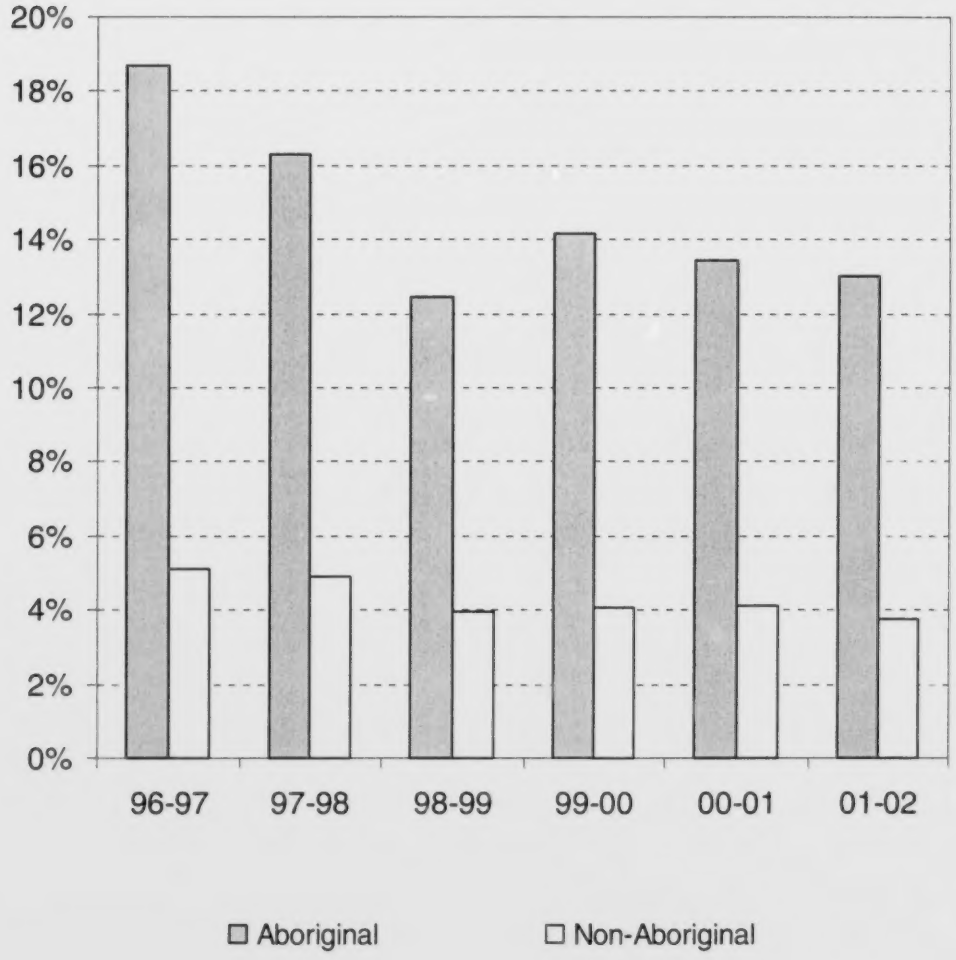
Secondary School Progress: Students Entering Grade 8 in 1996



Secondary School Progress by Gender: Students Entering Grade 8 in 1996

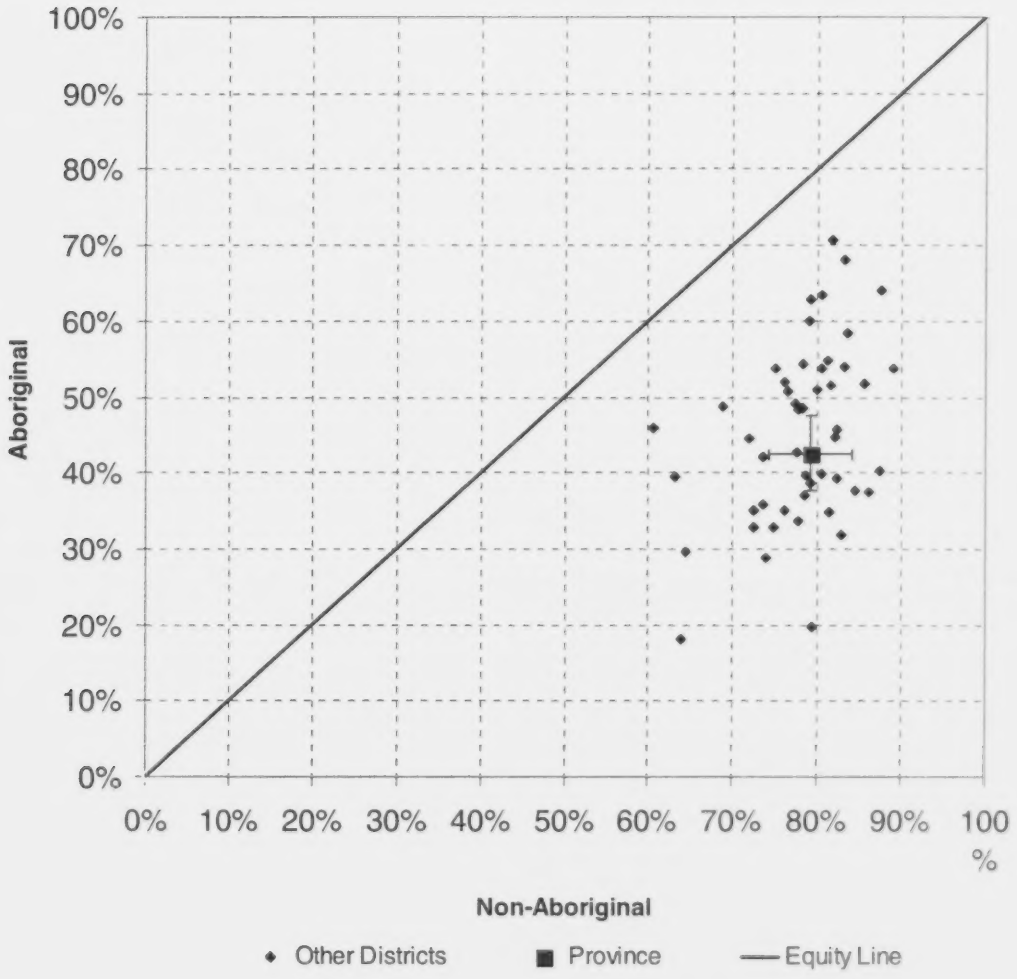


Percentage of First-Time Grade 8 Students Not Progressing to a Higher Grade Level within B.C.



Percentage of Students Entering Grade 8 in 1996 and Completing School with a Dogwood Certificate Within Six Years

- Equity Comparison – Province vs. Districts

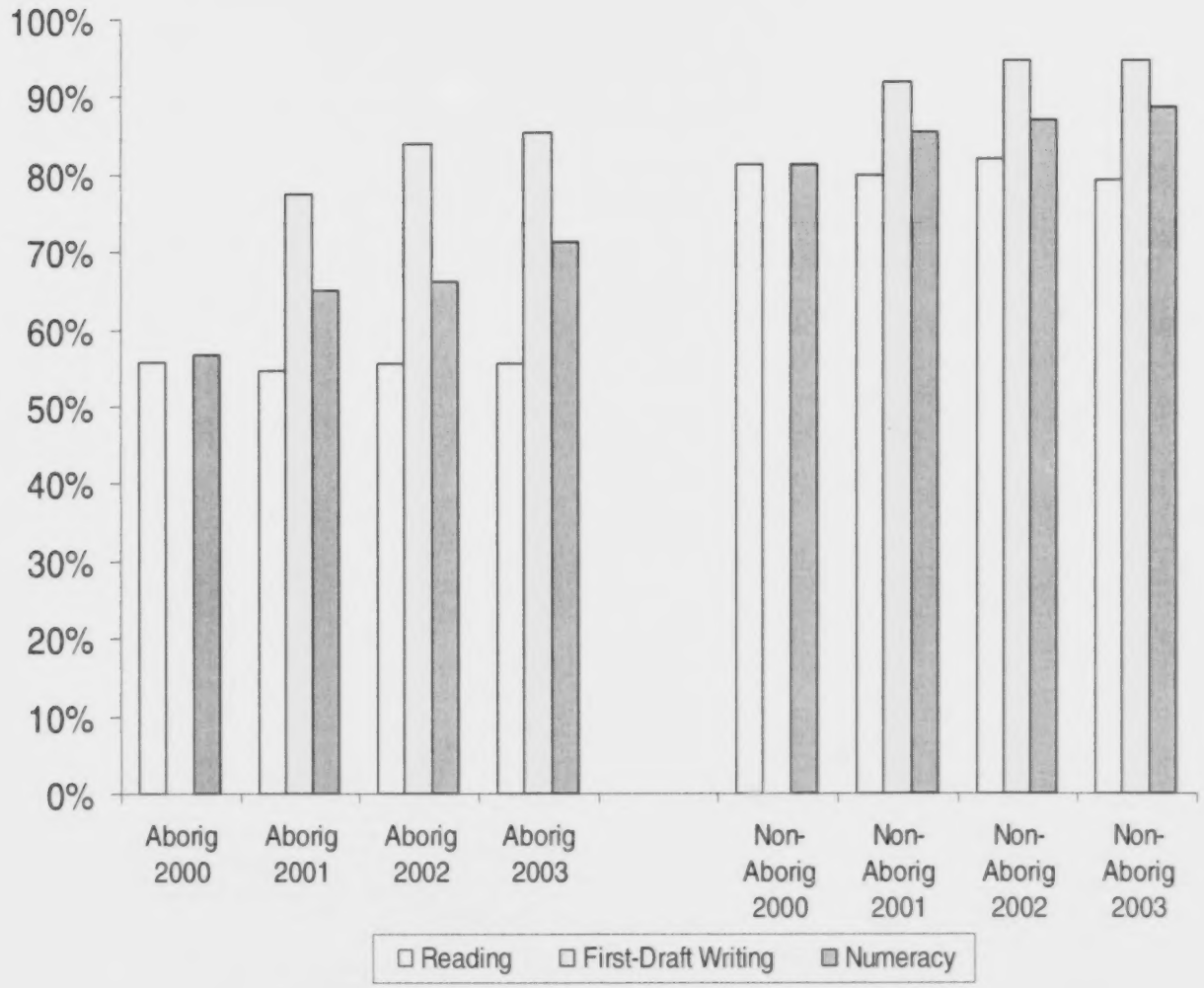


(Ten Districts with small enrolments are not represented)

Percentage of Students in each of the 1991 through 1996 Grade 8 Cohorts Completing School Within Six Years

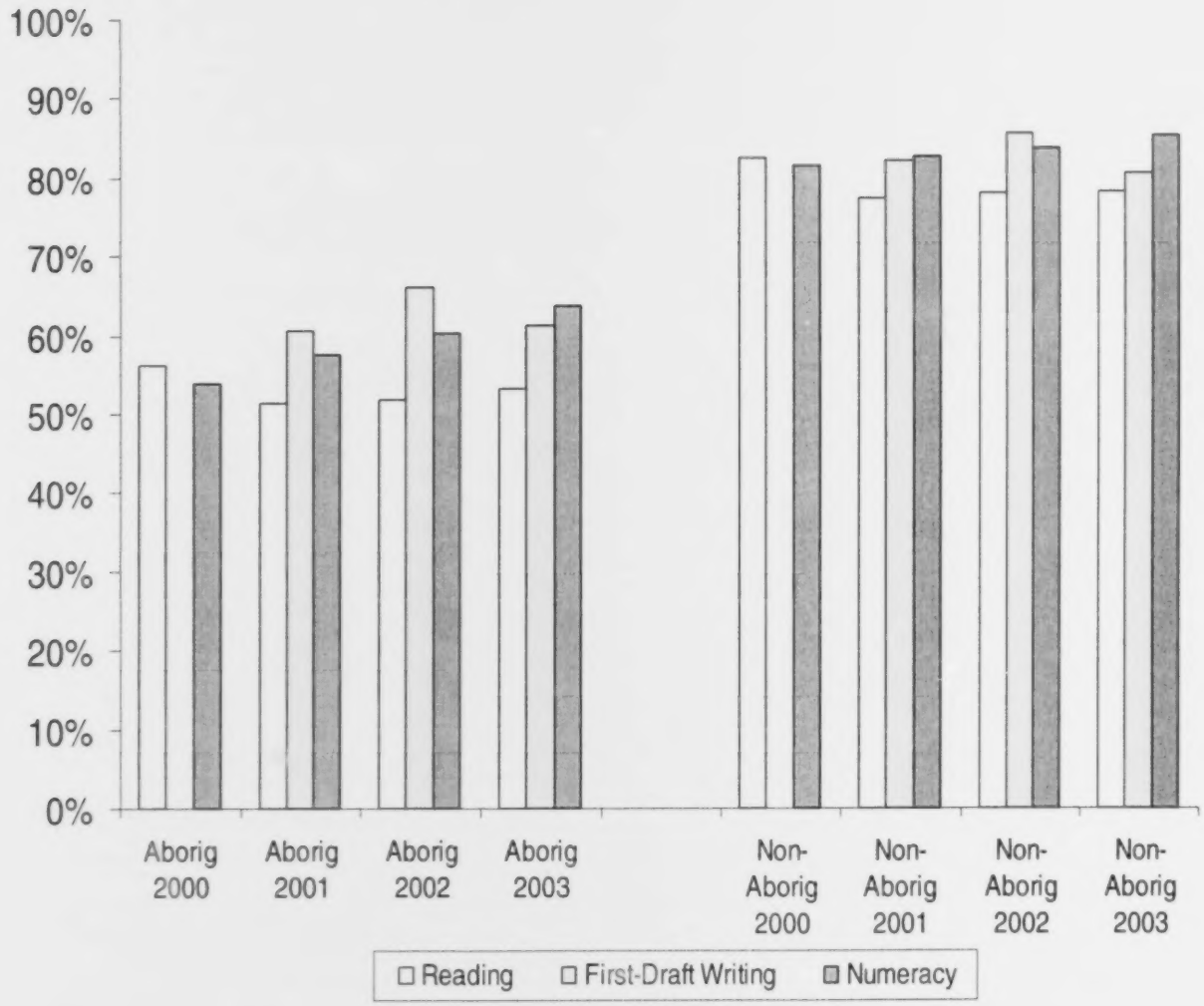
(Six-Year Dogwood Completion Rate)

Grade 4 Students Meeting or Exceeding Expectations for the 2000, 2001, 2002 and 2003 Foundation Skills Assessment



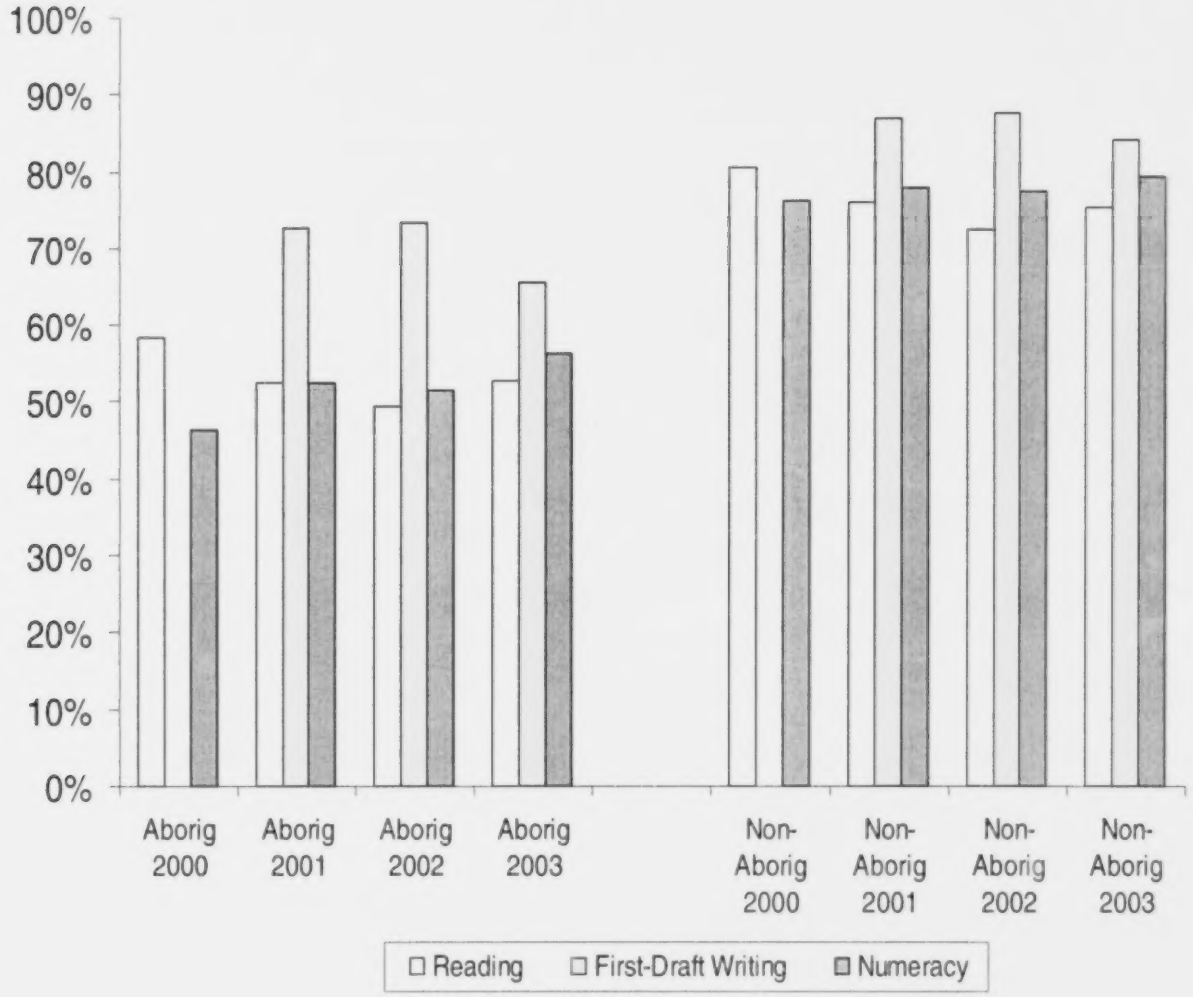
Note: 2000 Writing is not comparable to other years.
Thus only 2001 to 2003 are shown.

Grade 7 Students Meeting or Exceeding Expectations for the 2000, 2001, 2002 and 2003 Foundation Skills Assessment



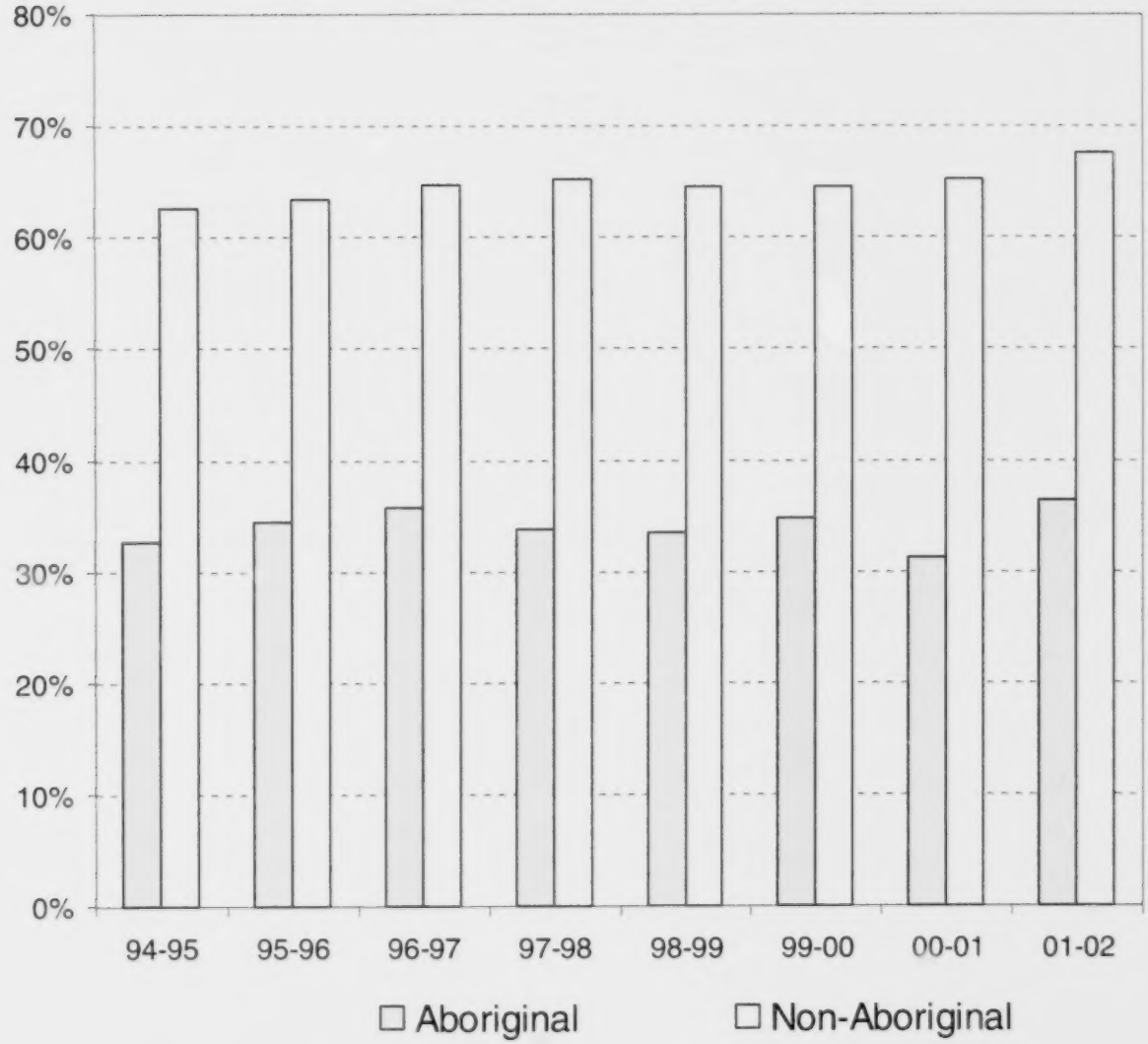
Note: 2000 Writing is not comparable to other years.
Thus only 2001 to 2003 are shown.

Grade 10 Students Meeting or Exceeding Expectations for the 2000, 2001, 2002 and 2003 Foundation Skills Assessment

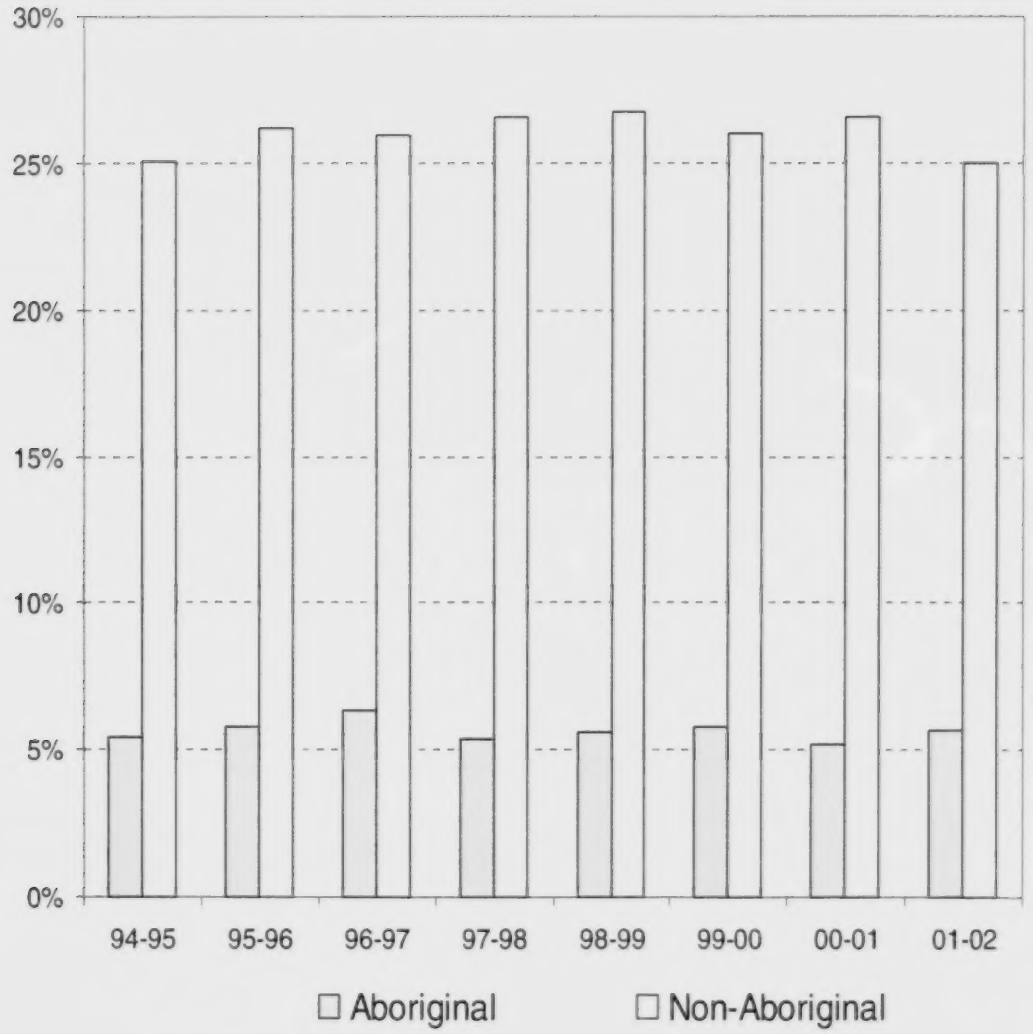


Note: 2000 Writing is not comparable to other years.
Thus only 2001 to 2003 are shown.

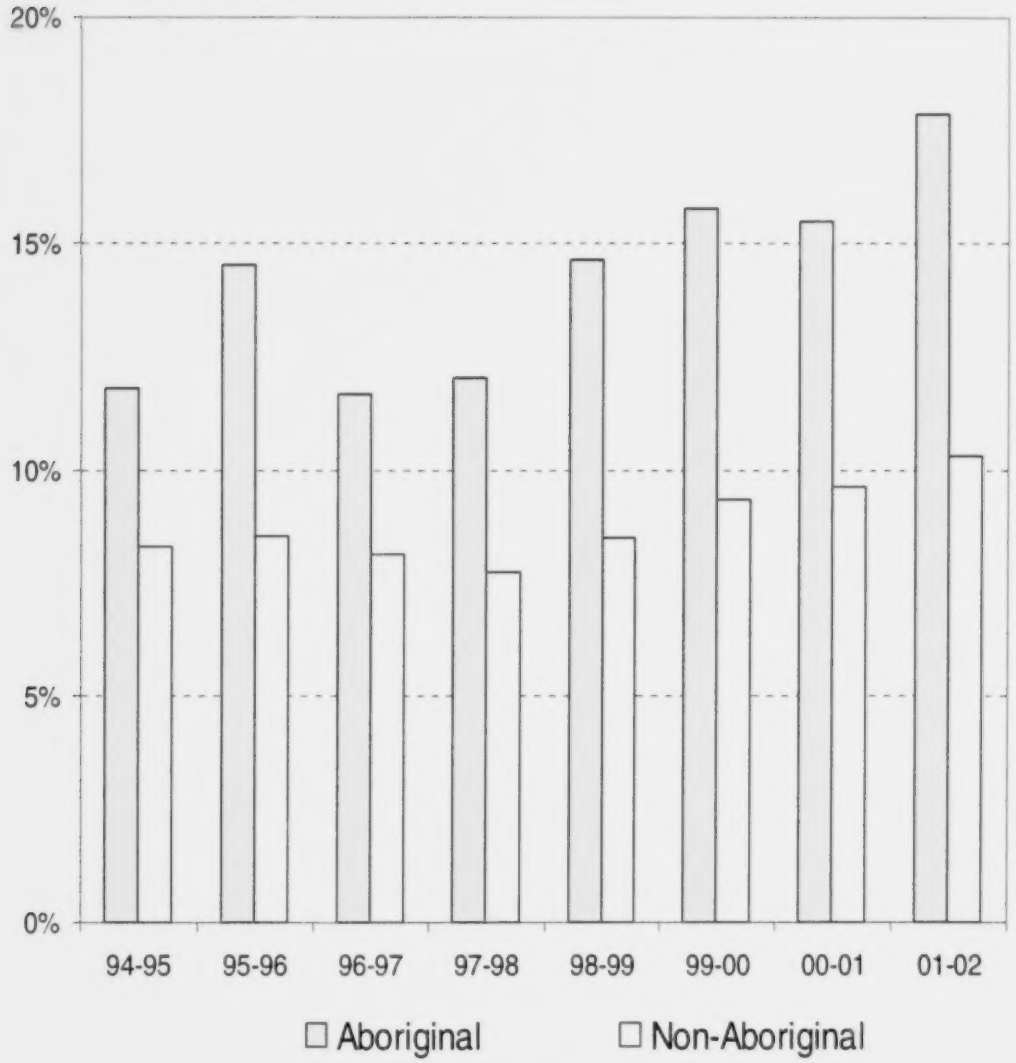
Percentage of Grade 12 Students who Wrote and Passed the English 12 Provincial Examination



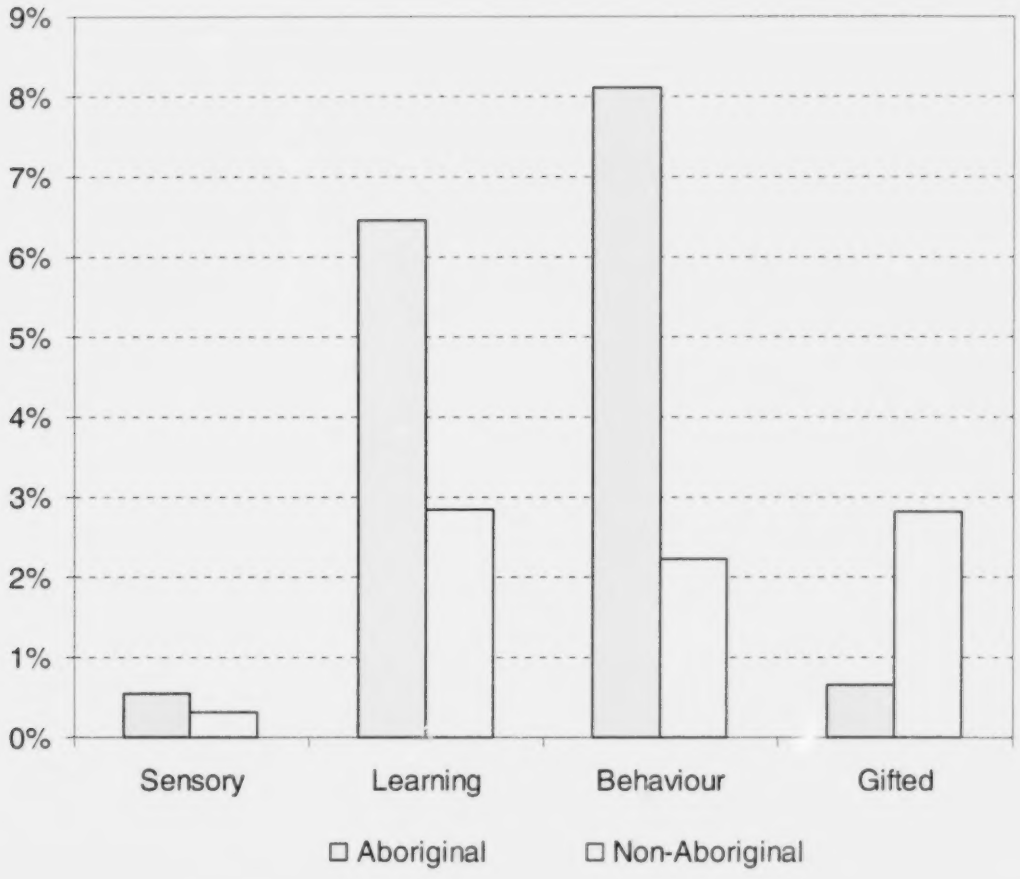
Percentage of Grade 12 Students who Wrote and Passed the Mathematics 12 Provincial Examination



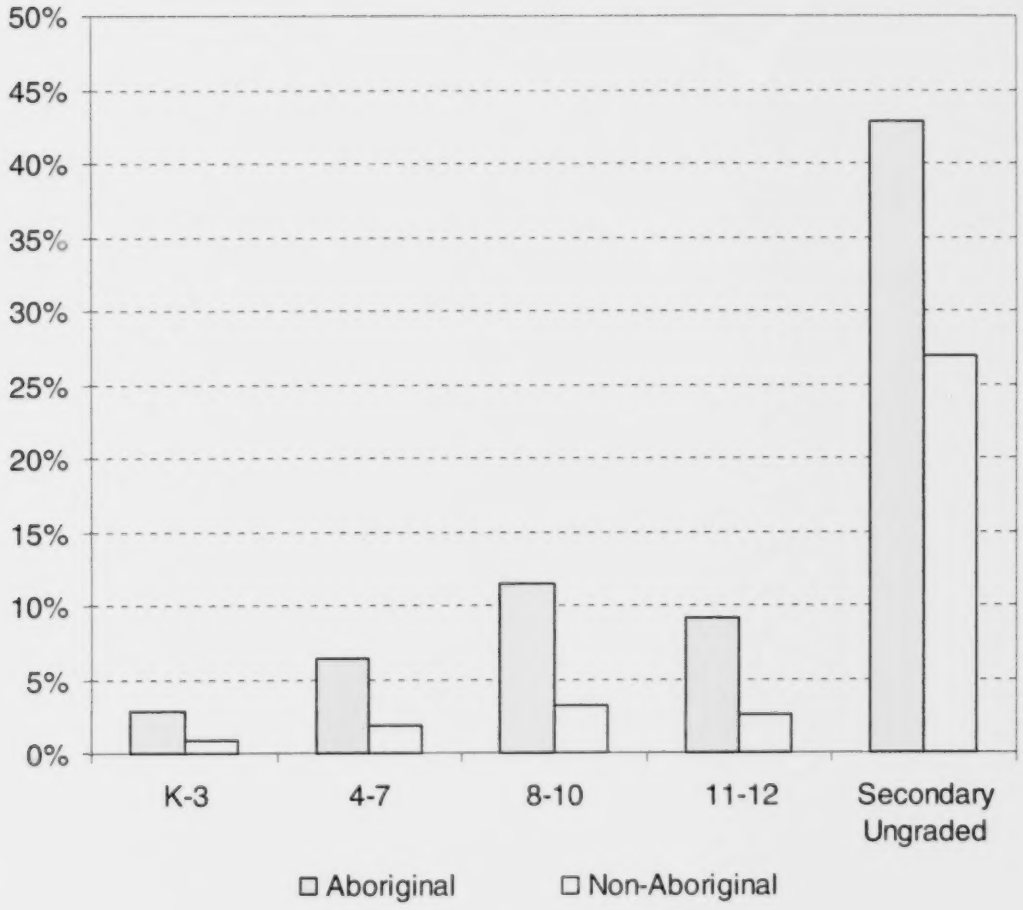
Percentage of Grade 12 Students who Wrote and Passed the Communications 12 Provincial Examination



Percentage of Students Enrolled in Special Education Categories 2002-2003

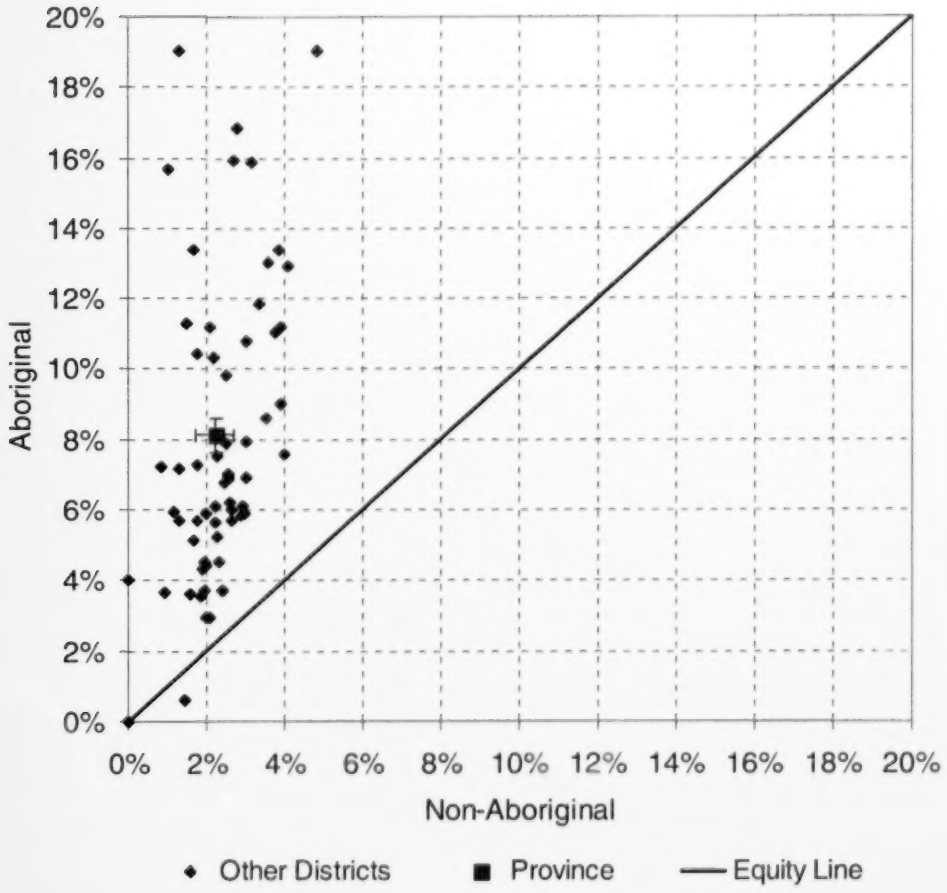


Percentage of Students Placed in Special Education - any Behaviour Category 2002-2003

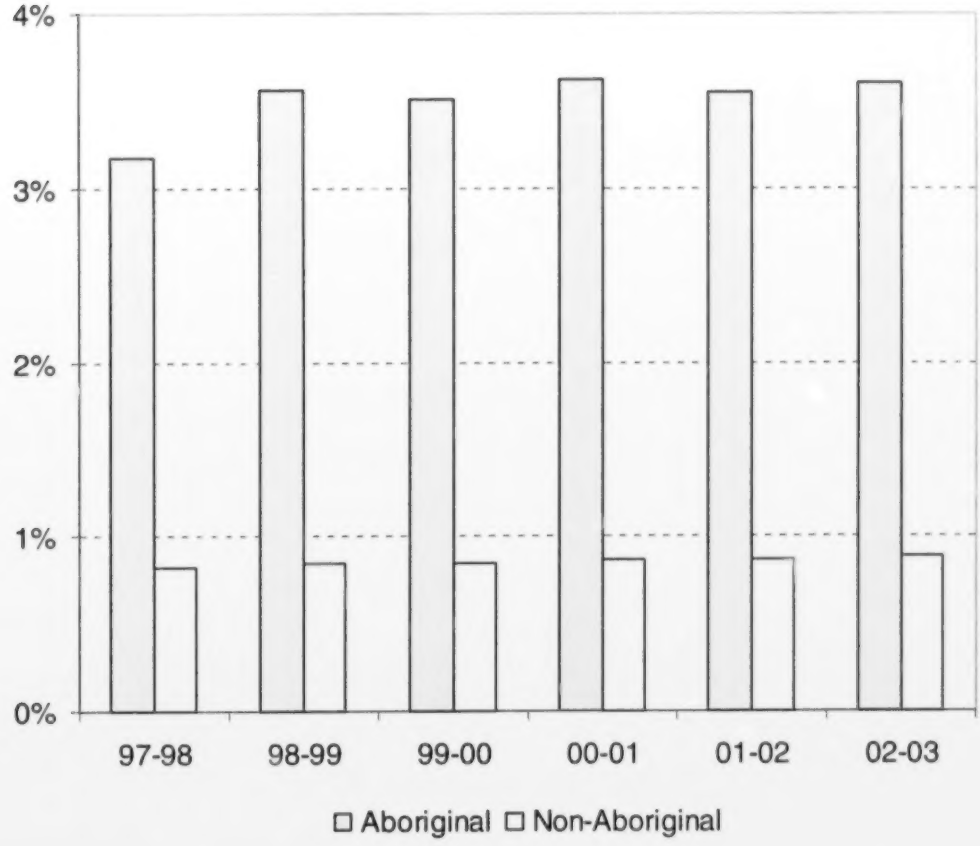


Percentage of Students Placed in Special Education - any Behaviour Category 2002-2003

- Equity Comparison – Province vs. Districts

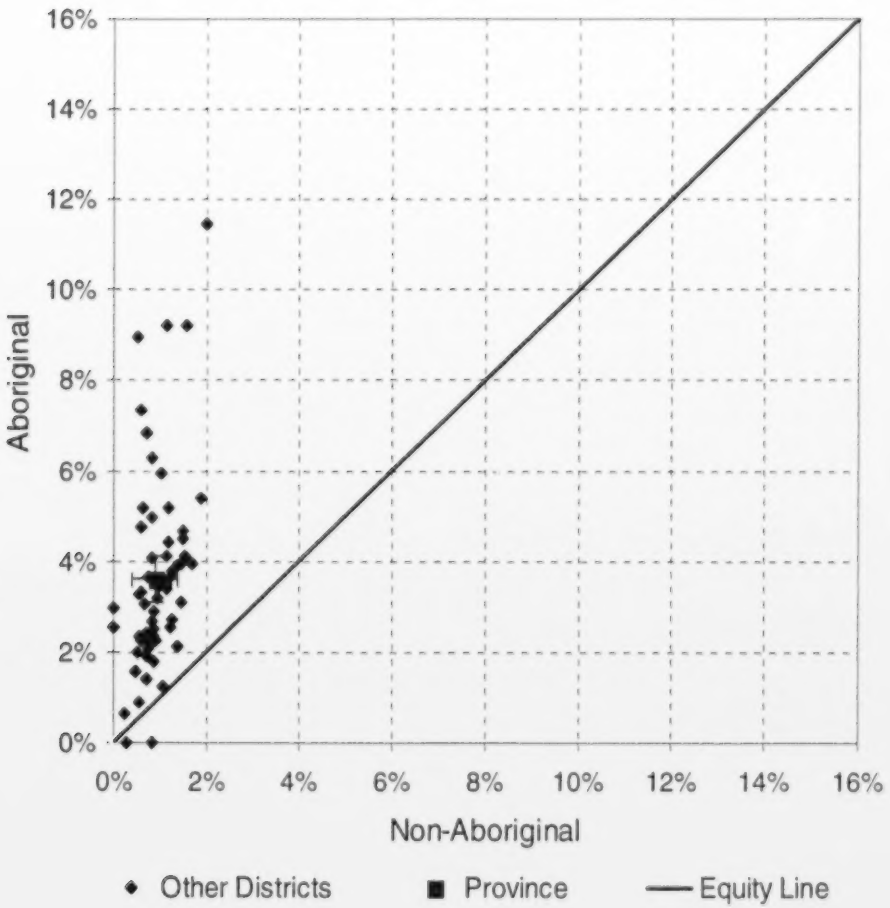


Percentage of Students Placed in Special Education - Severe Behaviour Category

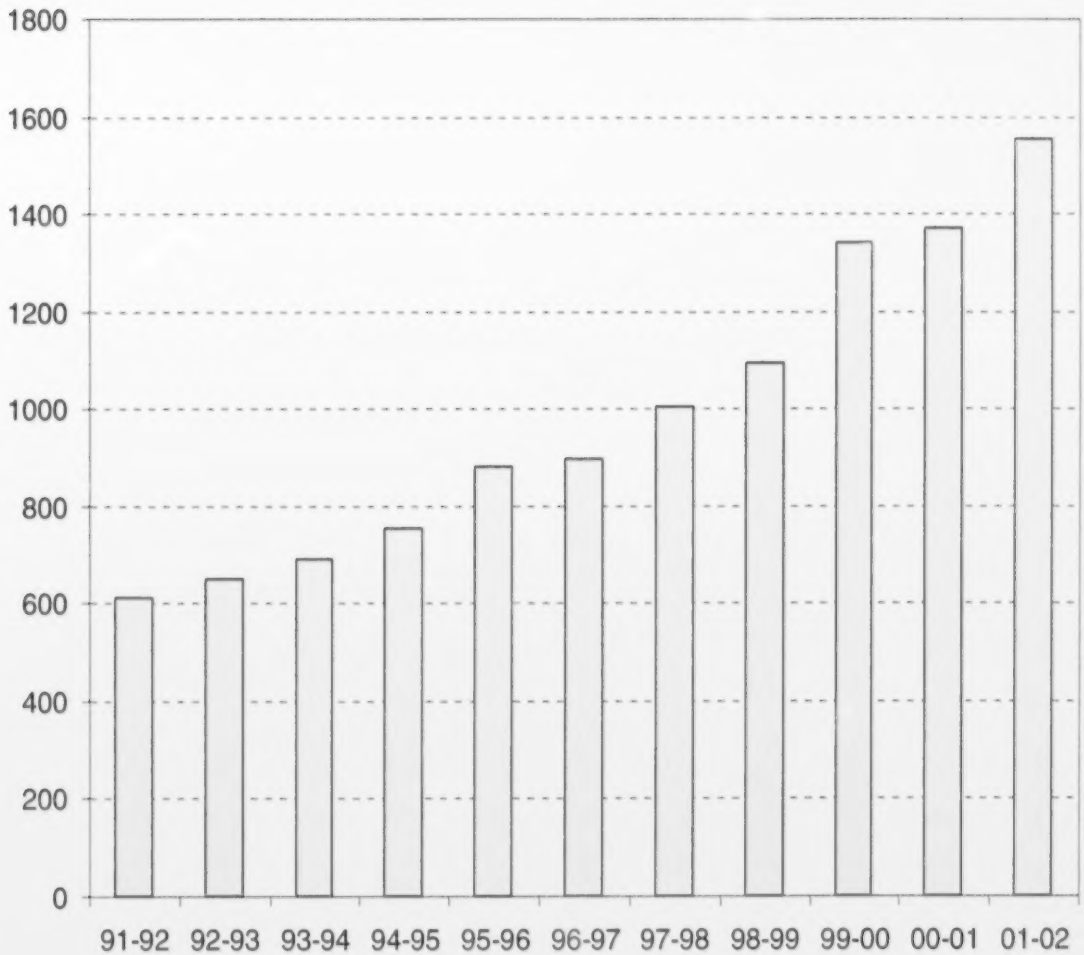


Percentage of Students Placed in Special Education - Severe Behaviour Category 2002-2003

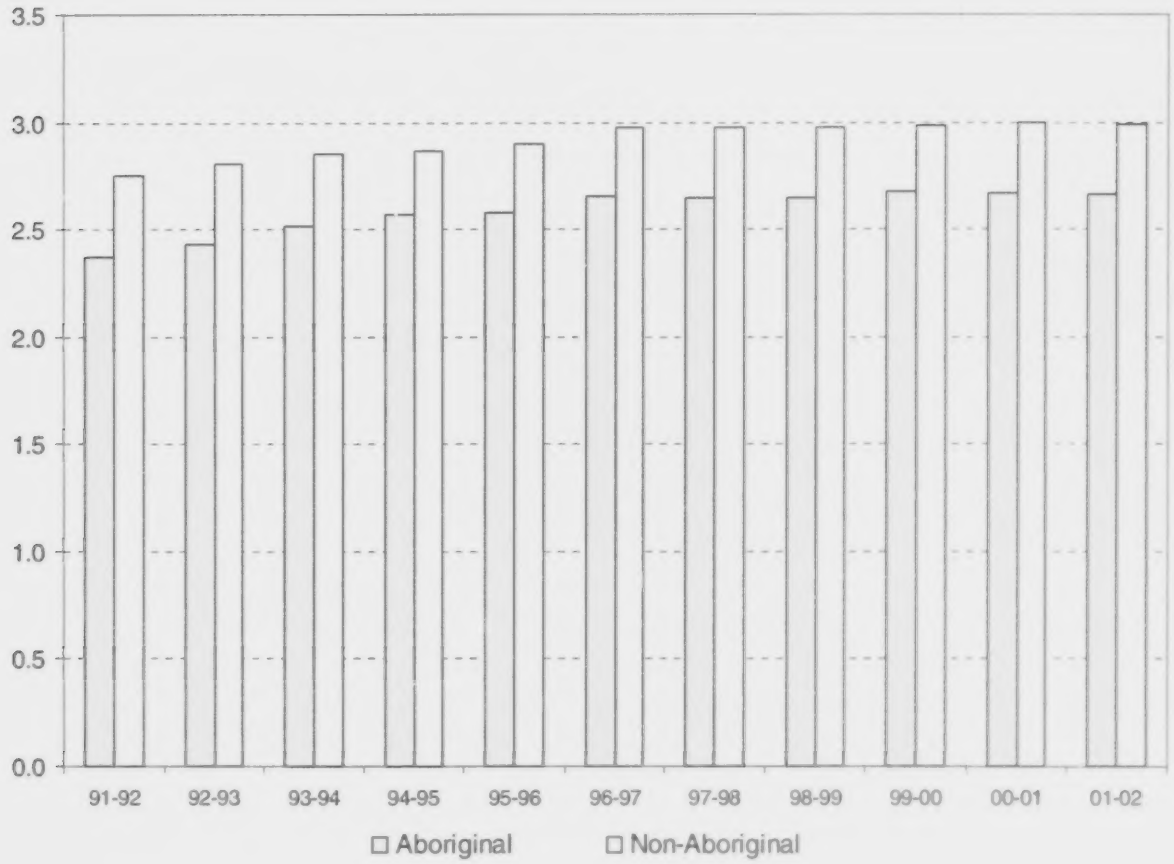
- Equity Comparison – Province vs. Districts



Number of Aboriginal Graduates (Dogwood Certificates)



Mean GPA of Graduates
(Students Receiving a Dogwood Certificate)



How can we improve this situation?

- Don't blame the children.
- Understand the complexities of racism—and actively oppose it.
- Ensure Aboriginal students are supported—and feel supported—by their families, their community, their peers, their teachers, administrators, counsellors and support workers.
- Ensure that the culture, history, and language of Aboriginal peoples are an integral part of the educational experiences of all learners in B.C.
- Use the school planning council process to carefully monitor the academic and social progress of Aboriginal students; include goals for Aboriginal students in School Plans.
- Find out what makes school a successful experience for Aboriginal students and share the results.
- Be aware that most solutions require active cooperation and engagement between parents, communities and all levels of the education system.
- Enhancement Agreements form part of the accountability cycle and demonstrate a significant step to ensuring success for all Aboriginal students enrolled in public schools.

Page 3	Percentage of Students In BC Public Schools Who Identify Themselves as Aboriginal						
	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Province	6.1%	6.4%	6.8%	7.2%	7.5%	7.9%	8.2%

Page 4	Total Number of Student Who Identify Themselves as Aboriginal						
	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Public On-Reserve	10427	11124	10968	11405	11341	11498	11367
Public Off-Reserve	26939	28561	30657	32577	34742	36569	38046

Page 7	Secondary School Progress - Students Entering Grade 8 in 1996					
	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Dogwood
Aboriginal	100.0%	94.3%	89.5%	80.7%	62.6%	42.5%
Non-Aboriginal	100.0%	99.7%	99.3%	97.3%	89.7%	79.2%

Page 8	Secondary School Progress by Gender - Students Entering Grade 8 in 1996					
	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Dogwood
Aboriginal Males	100.0%	94.0%	88.0%	78.0%	59.0%	37.0%
Aboriginal Females	100.0%	95.0%	91.0%	84.0%	67.0%	48.0%
Non-Aboriginal Males	100.0%	100.0%	99.0%	96.0%	88.0%	75.0%
Non-Aboriginal Females	100.0%	100.0%	100.0%	98.0%	92.0%	84.0%

Page 9	Percentage of First-Time Grade 8 Students Not Progressing to a Higher Grade within B.C.					
	1996 into 1997	1997 into 1998	1998 into 1999	1999 into 2000	2000 into 2001	2001 into 2002
Aboriginal	18.7%	16.3%	12.5%	14.2%	13.4%	13.0%
Non-Aboriginal	5.1%	4.9%	4.0%	4.1%	4.1%	3.8%

Page 11	Percentage of Students in each of the 1991 through 1996 Grade 8 Cohorts Completing School Within Six Years (Six-Year Dogwood Completion Rate)					
	1991 Grad by 1997	1992 Grad by 1998	1993 Grad by 1999	1994 Grad by 2000	1995 Grad by 2001	1996 Grad by 2002
Aboriginal	33.8%	35.4%	36.9%	38.9%	42.0%	42.5%
Non-Aboriginal	72.8%	73.3%	76.0%	76.9%	78.0%	79.2%

Page 12 Grade 4 Students - Meeting or Exceeding Expectations for 2000, 2001, 2002 and 2003 Foundation Skills Assessment						
	Reading	Writing	Numeracy		Reading	Writing	Numeracy
Non-Aboriginal 2000	81.2%	-----	81.1%	Aboriginal 2000	55.8%	-----	56.8%
Non-Aboriginal 2001	79.7%	91.7%	85.3%	Aboriginal 2001	54.6%	77.4%	65.0%
Non-Aboriginal 2002	81.7%	94.5%	86.9%	Aboriginal 2002	55.6%	83.8%	66.1%
Non-Aboriginal 2003	79.1%	94.5%	88.5%	Aboriginal 2003	55.6%	85.2%	71.1%

Page 13 Grade 7 Students - Meeting or Exceeding Expectations for 2000, 2001, 2002 and 2003 Foundation Skills Assessment						
	Reading	Writing	Numeracy		Reading	Writing	Numeracy
Non-Aboriginal 2000	82.4%	-----	81.5%	Aboriginal 2000	56.3%	-----	54.0%
Non-Aboriginal 2001	77.5%	82.3%	82.8%	Aboriginal 2001	51.5%	60.6%	57.6%
Non-Aboriginal 2002	78.2%	85.6%	83.8%	Aboriginal 2002	51.9%	66.1%	60.3%
Non-Aboriginal 2003	78.3%	80.8%	85.4%	Aboriginal 2003	53.3%	61.4%	63.7%

Page 14 Grade 10 Students - Meeting or Exceeding Expectations for 2000, 2001, 2002 and 2003 Foundation Skills Assessment

	Reading	Writing	Numeracy		Reading	Writing	Numeracy
Non-Aboriginal :	80.5%	-----	76.0%	\boriginal 200	58.3%	-----	46.4%
Non-Aboriginal :	75.8%	86.8%	77.8%	\boriginal 200	52.6%	72.5%	52.5%
Non-Aboriginal :	72.4%	87.4%	77.3%	\boriginal 200	49.3%	73.2%	51.6%
Non-Aboriginal :	75.1%	84.0%	79.2%	\boriginal 200	52.8%	65.5%	56.3%

Page 15 Percentage of Grade 12 Students Who Wrote and Passed the English 12 Provincial Exam

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Aboriginal	32.6%	34.4%	35.7%	33.8%	33.4%	34.7%	31.3%	36.4%
Non-Aboriginal	62.6%	63.4%	64.7%	65.1%	64.6%	64.5%	65.2%	67.5%

Page 16 Percentage of Grade 12 Students Who Wrote and Passed the Mathematics 12 Provincial Exam

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Aboriginal	5.4%	5.8%	6.3%	5.4%	5.6%	5.8%	5.2%	5.7%
Non-Aboriginal	25.0%	26.2%	26.0%	26.6%	26.8%	26.0%	26.6%	25.0%

Page 17 Percentage of Grade 12 Students Who Wrote and Passed the Communications 12 Provincial Exam

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Aboriginal	11.8%	14.5%	11.7%	12.0%	14.7%	15.8%	15.5%	17.9%
Non-Aboriginal	8.3%	8.5%	8.1%	7.7%	8.5%	9.4%	9.6%	10.3%

Page 18 Percentage of Students Enrolled in Special Education Categories, 2002-2003

	Sensory	Learning	Behaviour	Gifted
Aboriginal	0.6%	6.5%	8.1%	0.7%
Non-Aboriginal	0.3%	2.8%	2.2%	2.8%

Page 19 Percentage of Students Placed in a Special Education - any Behaviour Category - 2002-2003

	K-3	4-7	8-10	11-12	Secd. Ungr.
Aboriginal	2.8%	6.4%	11.5%	9.1%	42.9%
Non-Aboriginal	0.9%	1.9%	3.3%	2.6%	26.9%

Page 21 Percentage of Students Placed in Special Education - Severe Behaviour Category

	97-98	98-99	99-00	00-01	01-02	02-03
Aboriginal	3.2%	3.6%	3.5%	3.6%	3.5%	3.6%
Non-Aboriginal	0.8%	0.8%	0.8%	0.9%	0.9%	0.9%

Page 23 Number of Aboriginal Graduates (Dogwood Certificate)

	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Aboriginals:	651	691	756	881	895	1004	1093	1339	1372	1555

Page 24 Mean GPA of Graduates (Students Receiving a Dogwood Certificate)

	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Aboriginal	2.429	2.515	2.568	2.581	2.650	2.647	2.647	2.679	2.672	2.660
Non-Aboriginal	2.803	2.850	2.870	2.900	2.972	2.973	2.972	2.984	2.996	2.989